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ABSTRACT

Section one of this paper on teacher evaluation examines teacher evaluation by objectives. It discusses workload and the roles of specialists and generalists in education. The second section analyzes each of the following faculty roles: (a) classroom facilitator, (b) resource person, (c) academic advisor, (d) non-academic liaison, and (e) researcher-innovator. Section three recommends that teachers be (a) flexible, (b) creative, (c) responsible, (d) credible, (e) articulate, and (f) professional. The last section discusses the mechanics of evaluation and evaluation guidelines. (PB)

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ED109053

TITLE

HOW TO HIT A MOVING TARGET
(NEW MEASUREMENT DIMENSIONS IN TEACHER EVALUATION)

AUTHOR

Howard P. Alvir, Ph.D.

DATE

April 2, 1975

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SECTION I

NEW DIMENSIONS IN TEACHER EVALUATION

One of the advantages of conducting a review of the literature in teacher evaluation is the ability to map out the situation.

Standard street maps are simple, graphical devises with which we can relate places and addresses to the overall spatial environment.

A review of the literature enables the researcher to pinpoint areas of high density research as well as areas of low density research.

Some areas and topics have so much research going on that these areas seem almost overcrowded.

Other priority areas seem to resemble sparsely populated sectors.

The following article enables the reader to identify one high density research area (the evaluation model that presumes all teachers have the same job description) and one low density research area (the teacher evaluation model that each individual teacher has a different mix of job expectations even though the job description may be similar).

No bibliography is included for some very simple reasons. The heavily populated research area of all teachers being alike is documentable by going to any standard educational index. The total list of the articles dealing with research on teacher evaluation of teachers with contrasting role functions is so sparse that even if all the titles were given, the typical reader probably wouldn't be able to locate a single article or reference.

TEACHER EVALUATION BY OBJECTIVES

It is not unusual for a dream to turn into a nightmare before one wakes up to the reality of the situation.

I want a biochemical profile of this teacher.

I want an x-ray of this teacher.

I want an electrocardiogram of this teacher.

I want a complete hormonal analysis of this teacher.

I want a complete blood analysis of this teacher.

"Me, too!" says the teacher evaluator.

Obviously, the above bits and pieces of conversation were recorded at a meeting of professionals. Most likely, each professional was from a different profession.

After hearing about the complex and sophisticated analyses available, the teacher evaluator could only chime in with, "Me, too!"

If it is true that time is one of the best teachers, it is unfortunate that many educators do not remember all the lessons taught by past history.

There once was a time when the WORKLOAD of a teacher was adequately described by specifying the time of each period, the title of each course, the number of students, the school calendar, and unique institutional requirements.

This workload was easy to specify because it was presumed that each teacher would be in class teaching. Of course, there was always the chance of picking up a study period or a lunch period, but the basic workload was defined in terms of number of periods per day.

Under the old workload, the teacher was a generalist in the true sense of the word even though each teacher normally had a specialized subject matter assignment.

The teacher was a generalist as far as roles were concerned. The division of roles was simple: each teacher performed every role at least adequately.

At the present time, each teacher has a number of different roles to perform. Each teacher has a list of quality criteria that specify standards to be used in judging how well each role is performed. The difficulty occurs from the fact that each teacher is to be evaluated individually because each teacher performs a different mix of roles as part of the individual teacher's job description.

Some models of individualization follow a step-by-step approach:

1. The needs of the students are diagnosed.
2. Specific remedies are prescribed for each recognized need.
3. Teachers make sure each prescription is implemented.

In some ways, teachers begin to feel like pharmacists who fill prescriptions, One big difference is that the pharmacist fills prescriptions specified by physicians. Pharmacists, who want more interest and income, gradually branch out into selling other merchandise in order to make a profit.

On the other hand, teachers must both fulfill the individual prescription for each learner and also come up with the individual prescription for each learner in the first place. After a while, this dual task has become so time consuming that teachers feel little time is left for other worthwhile activities.

Looked at from a practical point of view, individual schools may be small enough to justify the roles of prescription and instruction being filled by the same individual teacher. Other schools may be large enough to justify having prescription roles filled by one specialist while having instruction roles filled by other specialists.

The practical implication of this division of labor is that the workload for a generalist and a specialist is different. If the workload is different, the evaluation procedures to evaluate the workload are consequently different.

From a prestige point of view, we all share the human frailty that makes up consider that physicians are more important because they do more in medicine while pharmacists are less important because they merely fill prescriptions determined by physicians. Such reasoning is fallacious.

This same human frailty might lead educators to presume that the teacher in a large institution who fulfills both the roles of providing prescrip ions and of providing instruction is more important than the specialist who handles either prescription or instruction. In a small school, such a hierarchy of importance might be justified by circumstances. In a large environment where specialized roles are needed, such an assumption of a non-existent hierarchy is dangerous.

Relax, no matter how large your school might be, it still probably isn't ready for such extreme specialization as described above. On the other hand, there will be the situation wherein a specific teacher gives the vast majority of time to only one of the many roles of a teacher. You must be ready for this emerging situation. To go beyond the role of providing prescription or instruction, one can consider research.

The typical researcher needs to be expert in the following:

Experimental design
Sampling theory
Sampling selection
Experimental control
Collection of data
Tabulation of data
Interpretation of new data
Documentation of conclusions
Development of recommendations
Taxonomy classification
Observational skills
Literature searches
Computerized retrieval
Scholarly productivity

Obviously, when it is said that one role of the teacher is that of a researcher, it is not expected that all teachers will do nothing but research. The above researcher requirements would be exacted only of a full time researcher. However, in proportion to the amount of time expended by a specific teacher in the role of researcher, the evaluation requirements will focus more and more on some of the above expectations.

NOTE

There is more information available about this unique approach to researching in teacher evaluation.

If you are interested, write to:

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Room 468 EBA
New York State Education Department
Albany, NY 12234

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SECTION II

FACULTY ROLES

The faculty committee on teacher evaluation has specified five roles to be evaluated:

Classroom facilitator
Resource person
Academic advisor
Non-academic liaison
Researcher-innovator

The following pages will analyze each of these roles one by one. Each role analysis is open-ended in the sense that additional examples and details are always possible.

I-CF-1

CLASSROOM FACILITATOR

As a classroom facilitator, the teacher realizes that teaching is more than talking. Thus, from the student's point of view, learning is more than listening to a lecture.

The classroom facilitator is expected to use up-to-date and effective techniques, methods, and strategies in order to maximize learner participation in a group setting.

The classroom facilitator is obviously concerned with learning and techniques. In addition, the classroom facilitator must develop a relationship with the group as well as with each individual. For example, certain things that could be said to one learner in a tutorial setting would be inappropriate in a group setting. We all recall that one does not shout "fire' in a group setting without anticipating the resulting group panic. A certain amount of premeditation and planning must be done in order to make sure that words uttered and actions performed in a group setting are positive rather than negative stimuli to group response.

From a knowledge point of view, the objective of the classroom facilitator is LEARNING in the students. The knowledge evaluation of a classroom facilitator is based upon the ability of the teacher to zero in on the ESSENTIALS. As far as knowledge resources are concerned, the classroom facilitator must be proficient in the use of LECTURE, ASSIGNMENTS, and MEDIA. Eperiences teachers the classroom facilitator how to avoid learner fatigue.

I-CF-2

From a performance or practical point of view, the objective of the classroom facilitator is to achieve INDIVIDUALIZATION.

As far as performance evaluation is concerned, the classroom facilitator must be able to make an appropriate and customized SELECTION of materials for each individual.

From the performance resource point of view, the classroom facilitator must be able to demonstrate proficiency in a wide variety of TECHNIQUES, METHODS, and DEMONSTRATIONS.

From the attitude point of view, the objective of the classroom facilitator is to develop a RELATIONSHIP with the group and with each individual.

As far as attitude evaluation is concerned, the classroom facilitator must demonstrate positive INTERACTION with the group, with subgroups, and with individuals.

As far as attitude resources are concerned, the classroom facilitator must be able to use DISCUSSION, ROLE PLAYING, SIMULATION, and LEADERSHIP.

At A Glance

KO	PO	AO
Learning	Individualization	Relationship
KE	PE	AE
Essential	Selection	Interaction
KR	PR	AR
Lecture Assignments	Techniques	Discussion

In the above chart,

K stands for knowledge

P stands for performance

A stands for attitude

O stands for objective

E stands for evaluation

R stands for resource

Thus, KO stands for knowledge objectives, PE stands for performance evalualion, and AR stands for attitude resources. The other codes are obvious from this example.

This at a glance summary tries to develop a rapid overview of the teacher as a classroom facilitator.

In brief, the classroom facilitator gets the students involved in learning. The teacher activity of explanation, answering questions, consulting with learners, and motivating is intended to stimulate STUDENT ACTIVITY.

Because of the built-in human tendency "to teach as one has been taught," teachers must make a special effort to switch over from a CLASSROOM LECTURER to a CLASSROOM FACILITATOR.

I-CF-4

A facilitator is one who makes it easy for the students to learn. Sometimes, the first step of the facilitator is to make is easier for the students to talk more than the teacher.

This is especially necessary in modular scheduling when teachers and students may meet for only 17 minutes every six days. This does not mean the teacher should do all the talking during those precious 17 minutes. Anyone who has not acquired a careful understanding of the role of the classroom facilitator will probably do most of the talking instead of probing student needs.

RESOURCE PERSON

As a resource person, the teacher will spend a large amount of time in a resource center. In many cases, the amount of time spent in a resource center will be larger than the amount of time spent in the traditional classroom.

More is involved than a different timetable. The resource person assumes the role of a manager who is able to schedule, retrieve information, and direct learners.

In general, the resource person working in a resource center must be ready for one-to-one relationships with individual learners. At other times, small groups will cluster around common topics and themes.

There is a fine line to be drawn in the resource center between the buzz and excitement of learning and between outright noise and confusion. Such a distinction is not to be exclusively measured by decibels. This distinction must focus on benefits to learners directly linked to what the teacher does as a resource person.

The teacher working in a resource center must realize that some of the most literate books are unreadable to an uninterested learner. This requires the teacher to do something to stimulate student curiousity.

Sometimes, a few startling questions are very helpful in sparking an intellectual fighter in reluctant learners.

There are so many things to do as a resource person that the typical teacher needs CONSTRUCTIVE EVALUATION in the resource center rather than a laundry list of things done wrong. A constructive criticism is judged just as much by the effect it produces upon an individual teacher as by the manner in which it is given.

Resource persons can catch on quickly by observing another successful resource person. It is an education in itself for a teacher to watch another teacher come up with some innovative techniques that work with a student with whom the first teacher has had little or no success.

For too long, teachers have been left alone in their classrooms. The introduction of the resource center is not an invitation to leave teachers alone in the resource center.

The evaluator who tries to help teachers help students needs to be qualified in a number of different areas. Obviously, the needs of individual teachers vary widely. Similarly, the way individual teachers respond to suggestions varies just as widely. Any experienced evaluator can tell you that there is no one route, instrument, or system that can bring about continuous improvement in the learning center. Some teachers require blunt diagnosis and suggested remedies. Other teachers must be handled with kid gloves and gradually coaxed if not coddled into adopting some common sense procedures that will make a learning resource center more effective.

III-AA-1

ACADEMIC ADVISOR

As an academic advisor, the teacher will be working with advisory groups of 15 students.

The primary objectives in these groups will be very similar to informational group guidance activities centered on academic problems.

Thus, such agenda items as registration, report cards, referrals, and other strictly academic topics will predominate.

It is not unusual for an esprit de corps to develop between advisors and individuals. In some schools, the term homeroom is used to signify this special friendly type of relationship which develops between students and other teachers who may not necessarily have the individual student in academic classes.

Strictly speaking, academic advising is strictly that. The academic advisor meets with the advisee on the topic of academic guidance.

With such a strict role definition in mind, both teacher and student are permitted to extent this role beyond such a narrow definition. However, no teacher should be faulted for either avoiding personal and emotional counseling or for referring such matters to others even when it is obvious that the teacher could take on this additional dimension of counseling.

The teacher who goes into the area of emotional and personal counseling needs to be reminded of personal limitations that occasionally necessitate referral in the case of serious emotional problems on the part of the student. On the other hand, it must be realized that many academic advisors who get into personal and emotional areas do so in order to elicit responses from students that spark underlying interests and motivations that can be redirected to academic success.

IV-NAL-1

NON-ACADEMIC LIAISON

As a non-academic liaison, the teacher is involved in extracurricular activities. Formerly, a term such as moderator was used to cover this role. However, since the role of the non-academic liaison is more of an active agent rather than a restraining moderator, another term has been chosen for this role.

In such a non-academic role, the teacher acts as a resource person to various student activities. Formally, the non-academic liaison is the organizational tie of the student organization to the administration.

Without having to become partisan, that is, either all for the administration or all for the students, the non-academic liaison is able to function for the positive growth of the learners in a variety of situations.

A non-academic liaison is responsible for clubs, groups, meetings, organizations such as the National Honor Society, and even student government in certain schools. Where the element of work scholarships is present, the non-academic liaison may even take on a quais-employer relationship while supervising necessary work of either a clerical or maintainance nature.

Just as teacher evaluation is obviously not for the purpose of a meaningless rating of teachers on some subjective scale, so it is obvious that the non-academic liaison should try to incorporate this role into the betterment of the learner.

Sometimes, this might mean stressing career goals, performance evaluation, or even the type of daydreaming that can motivate students to succeed better in school.

It is not unusual in cases where student defiance and rule-breaking provide dominant systems to observe that non-academic liaison personnel can break through the hard outer shell of a confirmed troublemaker.

V-RI-1

RESEARCHER-INNOVATOR

In addition to working with students, the researcher-innovator must work with peers and other professionals. Such common projects as curriculum development and exchange of techniques is a good way for the staff to develop a working relationship.

Teachers are always concerned with better ways of helping learners learn more and better. The traditional department curriculum committee is a good place to begin. While planning next year's curriculum, teachers have a good chance to exchange ideas, practices, and viewpoints.

The researcher-innovator has a lot of work cut out for this role. Anyone who tries to do it alone is forgetting the acient secret of success, "Divide and conquer." This means chopping up every major problem into a number of minor problems that can be tackled one at a time, and by one teacher at a time.

Similarly, another acient secret tells us, "There is strength in unity." The acient Romans used to take twigs one by one and break them. The same twigs could not be broken when bundled together and tied up with a cord. On a school campus, there is a similar necessity to work with others.

These fatigue factors can strike the researcher-innovator who does not know how to utilize existing materials before creating locally materials that could be obtained elsewhere. The needless duplication is something avoid by any researcher-innovator worthy of the name.

SECTION III

TEACHER QUALITIES

The faculty committee on teacher evaluation has come up with a list of important teacher qualities. In other words, the teacher should be:

Flexible
Creative
Responsible
Articulate
Credible
Professional
Distinctive where it counts

These qualities help a teacher visualize what is expected in the many different situations in which a teacher must operate and be evaluated. As descriptive criteria rather than prescriptive guidelines, these teacher qualities permit a maximum of common sense, good judgment, appropriate adaptation, and stress of values.

The following pages are intended to make the above teacher qualities more visable in the sense that both supervisors and teachers know exactly what is expected of a teacher in a wide variety of situations.

The following pages are an attempt to publicize the above criteria in such a way as to stress BOTH what is RIGHT and WRONG AND what is CORRECTABLE. In this way, teacher evaluation becomes more like encouragement and less like nagging.

FLEXIBLE

As a flexible teacher, the individual is able to adjust to a variety of situations. The flexible teacher is not rigidly bound to a preconceived lesson plan or sequence of assignments that is obviously out of step with student requirements and needs.

The flexible teacher is able to focus on immediate student needs as well as on long term requirements of subject matter and course objectives.

The flexible teacher is able to look at a lesson plan or a module that doesn't work and change it on the spot.

The flexible teacher habitually has students help plan objectives, evaluations, and alternative resources.

The flexible teacher adjusts rapidly to sudden scheduled flukes. The teacher is not upset by finding out that two-thirds of the class are called away on a worthwhile field trip. The teacher is able to come up with a worthwhile lesson for the one-third of the class remaining behind.

The flexible teacher is able to judge from student reactions than a proposed lesson plan is out of place among immediate learner problems. Sometimes, the problem is that no one except the teacher understood yesterday's lesson. At other times, the problem is beyond the control of the teacher and deals with group or individual problems that must be solved in some way before the class can concentrate as a group.

CREATIVE

The creative teacher is obviously open to innovative and new processes. The creative teacher can transform abstract ideas into practical learning activities. This transformation is done originally and in a fashion to stimulate learners to perform up to potential.

The creative teacher goes beyond giving the same rote response to all questions, persons, values, and situations.

The creative teacher can come up with different ways of achieving a prespecified objective. The uncreative teacher is at a loss when the class does not catch on. The uncreative teacher can do little more than repeat the same words a little more slowly. The creative teacher not only tries again but tries to help the class in a different way.

The creative teacher is able to diversify when teaching small segments of the class through a variety of activity packets. Similarily, the creative teacher is able to diversify group activities without introducing chaos.

RESPONSIBLE

The responsible teacher is as a bare minimum dependable in the sense of being on time and supporting the school's philosophy.

Such a dependability is basically an internalized form of self-regulation that takes all duties seriously. This applies to the routine details of teaching as well as to the more challenging occasions.

A responsible teacher provides a model for learners to imitate.

Just as the responsible teacher fulfills contractual and schedules obligations, the learner is led to imitate the educator who keeps the institution functioning smoothing and humanely.

Sometimes, paper work and checkoff points are required for certain learners. After a while, the responsible teacher develops a built-in sense of responsibility in learners. However, the responsible teacher doesn't expect an immature first year student to be able to do everything after hearing an appeal to be more independent and responsible.

The responsible teacher resembles someone playing golf in the sense that the teacher keeps score without having someone constantly on the watch for the tinest infraction. Like the golfer, the responsible teacher is trying to do better than the last time around.

The responsible teacher, on a more mundane level, respects all appointments and scheduled class periods as well as other education related assignments.

The responsible teacher in known for "being there" rather than known for "being covered for." This type of reliability is appreciated by the administration and other teachers who really disapprove of someone who is never able to be there the vast majority of the time.

The responsible teacher has enough loyalty to develop a united front, not to cover up, but to work together for the benefit of all concerned.

ARTICULATE

The articulate teacher is an effective communicator. The effective communicator is able to present ideas to all levels of understanding. This requires the challenge of keeping the above average students interested and keeping the below average students encouraged.

It is all right to keep ideas and practices on tiny pieces of paper inside one's head as long as there is no need to communicate with others. Whenever other individuals enter the picture, the articulate teacher must be able to deliver a simple, clear, and concise message or communication.

The articulate teacher realizes that teaching is more like communicating than talking at someone who doesn't get the point.

The articulate teacher not only knows the subject matter, but is able to teach it.

The articulate teacher is able to get things across to the top group as well as to the bottom group.

The articulate teacher is at ease with administrators, fellow teachers, students, parents, and members of the general public.

CREDIBLE

The credible teacher is believed as a person. The credible teacher is trustworthy enough and believable enough to inspire confidence in the learners.

Learners tend to develop confidence in an individual who displays INTEGRITY and FAIRNESS.

One simple way to develop credibility is to stress obvious advantages to the learner in every activity undertaken and in every decision made.

The credible teacher is easily recognized because learners and peers tend to accept what the credible teacher says. On the other hand, the unbelievable teacher can hardly open his mouth without someone or other becoming suspicious or skeptical.

PROFESSIONAL

The professional teacher is able to relate to students, faculty, and administrators in an OPEN and PUBLIC fashion. Obviously, this means conforming to the technical and the ethical standards of a profession.

In many situations, professional ethics in teaching refer to moral values. In a cultural sense, the professional teacher demonstrates a sense of the fitness of things appropriate to an individual situation.

In many ways, a professional is autonomous. A professional goes beyond the traditional employee-employer relationship in order to stress specialized knowledge, skills, and values that render the professional at least several degrees above the average person.

The professional teacher is a member of the teaching profession. As a professional, a teacher must realize that ethics and values are more important than being popular with students by giving in to passing whims. Sometimes, both fellow teachers and students sneer at the teacher who has a great reputation for being "palsy-walsy" but incompetent with students.

SECTION IV

DISTINCTIVE WHERE IT COUNTS

In any institution, the philosophy of education is a source of distinctiveness. Rather than offer merely a substitute for a different type of education, a distinctive school offers a viable alternative.

Just as a professional offers a certain type of integrity, it is hoped that each institution will leave its stamp or mark upon each professional working therein.

A consistency of purpose is an essential ingredient in institutional success. Periodical adjustments and procedural changes are seen as updating rather than as deviations from a stated philosophical objective.

Money alone does not make for educational excellence.

Worthwhile values coalesced into a meaningful statement of purpose make a much greater impact. This is the kind of impact people can feel immediately upon entering a school even before having a chance to read the written philosophy of education. The kind of impact that can be felt as well as read about is worth striving after in a distinctive educational community.

Obviously, every distinctive institution is accustomed to putting on its own show in its own way. However, there is plenty room for cooperation between institutions with the same overall approach to education.

MECHANICS OF EVALUATION

One question arises: "Who will use the evaluation instrument developed?"

It is obvious that INPUT into any teacher evaluation must come from more than one person. This means involving the principal, assistant principal, departmental chairpersons, supervisors, teachers, and students.

Such an approach moves away from stressing the PERSON JUDGING to the development of a CONSENSUS APPROACH to teacher evaluation. For example, a given deficiency in teacher performance might be directly traced to a lack of facilities and resources rather than to a lack of teacher competency.

In addition, an informal team teaching approach provides many occasions of peer feedback that can be called formative evaluation. Instead of a supervisor telling a teacher about a failure, the teacher was told about how to achieve more success with less errors. This is an example of evaluation for growth.

As is obvious from a rapid glance at the preceding pages on teacher roles and teacher qualities, it doesn't take all day to explain the basics of this system. On the other hand, there is a necessity to work out the application details in a group setting.

For a practical point of view, this means setting up a one day workshop in order to achieve an overview of the proposed system. It might be well to start off with a fast and breezy exposition of the essentials of the proposed evaluation system.

In a group setting, certain foreseeable difficulties and implementation procedures can be tackled with the presence of the invited consultants.

There is no one evaluation model to which this school is to be fitted. Instead, a wide selection is offered from which the school can choose.

MATRIX OF TEACHER ROLES AND QUALITIES

Teacher Qualities / Teacher Roles	Flexible	Creative	Responsible	Articulate	Credible	Professional	Distinctive Where It Counts
Classroom Facilitor							
Resource Person							
Academic Advisor							
Non-Academic Liaison							
Researcher-Innovator							

EVALUATION GUIDELINES

One case study does not establish a law, but it does establish that there is a law governing it if we can penetrate deeply enough to find it.

Persistent and habitual response patterns can return to haunt or plague human beings. New occasions require new judgments to solve the contemporary problems.

Evaluation is both environmental and organismal. A plate of food remains environmental until it is eaten and thus becomes organismal.

ORTEGA Y GASSET: "The man who discovers a new scientific truth has previously had to smash to atoms almost everything he had learned, and arrives at the new truth with hands bloodstained from the slaughter of a thousand platitudes."

A New Grading System

Based Upon Performance Objectives

Question:	Answer:
1. Why do you grade?	1. A. Keep score B. Chart progress C. Motivate D. _____ E. _____
2. Why do you want a "new" grading system?	2. A. Meet unmet needs B. Meet new needs C. Systematize the process D. _____ E. _____
3. What kind of consultation do you want?	3. A. Tell us where we're right or wrong! B. Show us what to do or not to do! C. Motivate us to aim at the best or at our best! D. _____ E. _____

CRITICAL EVALUATION

Thank you for the time you took to read this manuscript entitled NEW DIMENSIONS IN TEACHER EVALUATION

Would you PLEASE take a few minutes to summarize your reactions by responding to the following short answer and multiple choice rating questions? Circle all that apply.

OVERALL IMPRESSION :

A. Well done
B. Above average
C. Average
D. Below average
E. Unacceptable

IMPORTANCE OF TOPIC :

A. A relevant issue
B. Important
C. Highly technical
D. Futuristic
E. Out-of-date

AUTHOR'S POINT OF VIEW :

A. On target for our readers
B. Would appeal more to readers of _____
C. Not acceptable

GRAMMAR AND FORMAT (TYPING)

A. Acceptable for our publication
B. Unacceptable
C. Needs improvement in _____

INTRODUCTION (BEGINNING)

A. Well done
B. Average
C. Below average

MAIN CONTENT

A. Well done
B. Above average
C. Average
D. Below average
E. Unacceptable because _____

CONCLUSION

A. Well done
B. Above average
C. Average
D. Below average
E. Unacceptable because _____

RECOMMENDATIONS FROM US

A. We will print it
B. Revise it and return it to us for reconsideration
C. Try submitting it to _____
D. Revise it and submit it to _____
E. Reorganize it and start over again
F. Forget it; it's a lost cause